The Steps

Step 1: Rally Support and Gain Commitment

Step 2: Select Customer Meeting Participants

Step 3: Prepare First Meeting Logistics

Step 4: Hold First Customer Meeting

- Part A: Kick Off the First Customer Meeting
- Part B: Brainstorm and Prioritize Outcome Goals
- Part C: Establish Outcome Measures
- Part D: Establish SRO Activities

Step 5: Prepare for the Second Customer Meeting

Step 6: Conduct Second Customer Meeting

Step 7: Collect Baseline Data

Step 8: SRO Implements Activities

Step 9: Collect and Analyze Follow-up Data

Step 10: Convene the Last Customer Meeting of the Year

Step 11: Integrate the Results into Performance Evaluation

Step 1:

Rally Support and Gain Commitment

✓ Garner support from the chief or sheriff of the law enforcement agency, the labor union, and the principal of the school

✓ Determine who will serve as the project leader and take ownership of the initiative

See Tool 1:
Instructions for Creating an MOU and Sample MOU

Things You Need to Know

Having executive support from both the law enforcement agency and the school is critical to ensure that both:

- Support involving a broad range of customers including parents, school staff, teachers, and students to prioritize the safety goals for the school
- Will assign personnel to participate as active members of the project team
- Will commit the resources and information required by the effort
- Will find value in the results of the effort
- Agree to sign a Memorandum of Understanding (MOU) outlining the purpose and approach the effort will take

The executives from the school and law enforcement agency should demonstrate their commitment to the effort through a letter, an MOU, and/or their presence at the first team meeting (see Step 4). This level of support validates the effort.

In addition to executive support, the effort needs a leader, such as the SRO supervisor or a school administrator, who will:

- Get the project started
- Coordinate communication
- Allocate tasks and responsibilities
- Hold others accountable
- Redirect the team as needed

Without a project leader, tasks may not be accomplished, the vision may be lost, and resources may be misallocated. The project leader should be someone who personally benefits from the effort and with sufficient relationships, respect, or authority to hold team members accountable to implementing the process. The SRO, supervisor, or school administrator may be a good team leader.

Step 2:

Select Customer Meeting Participants

✓ The SRO, SRO supervisor, and school administrator should discuss and agree who should attend the customer meeting

Things You Need to Know

Invitations to the first customer meeting should be extended to the school principal, SRO(s) in the school, SRO supervisor(s), and customers of the SRO(s). Customers include those to whom the SRO provides services or with whom the SRO partners to perform services. For example, customers may include:

- Students
- Parents
- Principal/assistant principals
- Deans
- Guidance counselors
- School nurse
- Custodian
- Teachers
- Food service personnel
- Neighborhood beat officers
- Residents near school
- Business owners/employees near school

As customers are selected to participate, it is important to recognize that they will determine the safety priorities set for the school, so they must have a stake in the safety issues of that *specific* school. Keep in mind that the largest customer base is composed of students, followed by the school faculty and staff. Be certain not to undercut these customers' influence on the school safety priorities by stacking the group with large numbers of individuals with a more peripheral interest in the school safety issues.

Be aware that some individuals may have alternative motivations for involvement. Customers may not ordinarily have an opportunity to meet with law enforcement or school officials. Take care to invite individuals with something meaningful to contribute to the discussion and avoid inviting those who may merely want an audience with others in attendance or a chance to promote a cause.

Keep the size of your group manageable; a group of 8–15 people is recommended. Trying to facilitate a discussion of a group larger than this may be challenging.

Tips for Student Involvement

Keep in mind that one or two students do not represent the entire student body. Consider involving students of both genders, multiple racial/ethnic backgrounds, different socioeconomic backgrounds, different grades, and different social groups and school activities—not just the honor role students. Students may not feel completely comfortable participating in a discussion with adult authority figures. The facilitator must devote specific attention to ensuring that the students' voices are heard. You may want to conduct a general survey of students or conduct a student-only focus group prior to the first meeting to garner a larger student perspective.

Tips for Maintaining Momentum

Maintaining momentum for the project is about ownership and communication. If the right customers are involved, they will already have a stake in addressing the school's safety problems. Maintaining their involvement will be easier using the following tips.

- Begin meetings with an icebreaker or fun activity that allows people to get to know each other
- Schedule meetings at the convenience of the customers
- Keep customers informed by group e-mails or periodic meetings
- Do not overload any one person; rather distribute the responsibilities (e.g., one person may design a survey, another may collect school data)
- Send thank-you notes to acknowledge contributions
- Publicize accomplishments in school newsletters or during the morning announcements
- Celebrate small/incremental successes—have a luncheon or an awards ceremony

Step 3:

Prepare First Meeting Logistics

- ✓ Select a day and time that should be most convenient to your selected invitees
- ✓ Reserve a meeting location for 2 hours
- ✓ Send an invitation letter, with time, location, and topics for discussion
- ✓ Confirm attendance with each person invited
- ✓ Arrange for food and flip charts

See Tool 2:
Sample Invitation Letter

Things You Need to Know

When selecting a day and time for your meeting, keep in mind that when involving students, you should avoid scheduling the meeting during class time. If the meeting must happen during class, try to arrange it during elective classes. Other possible meeting times include before school, during lunch (and provide lunch), and after school, if transportation is not an issue. Similar scheduling conflicts arise for teachers. Parents may also have difficulty attending a midday meeting due to work obligations. Offering refreshments during the meeting may provide additional incentive for attendees to work the meeting into their schedules.

Tips for Selecting a Meeting Location

When selecting a meeting location within the school building, keep in mind that the meeting will be discussion-based. The meeting space should allow participants to face one another in a circle or around a table to encourage discussion. You will also want to secure a location that permits you to hang flip-chart paper on the walls or blackboard.

Step 4:

Hold First Customer Meeting

Step 4 involves a four-part process:

- **Part A:** Kick off the first customer meeting
- **Part B:** Brainstorm and prioritize outcome goals
- **Part C:** Establish outcome measures
- **Part D:** Establish SRO activities

Step 4, Part A: Kick Off the First Customer Meeting

✓ Welcome participants to the meeting
✓ Conduct introductions
✓ Circulate a sheet for attendees to provide contact information
✓ Summarize the goals and milestones of the effort
✓ Summarize the goals of the meeting
✓ Establish rules for brainstorming

See Tool 3: *Sample Contact Information Sheet*

See Tool 4: *Meeting One Agenda*

Things You Need to Know

The first customer meeting requires a very participatory process. If resources permit, you may want to consider using a professional facilitator to conduct your meeting. Otherwise, this guide offers tips to help the novice. Follow the steps provided to get the meeting started.

When conducting introductions, ask participants to state their names; and even if participants all know each other well, ask them to comment on what they hope to contribute or to achieve by the meeting.

Ground Rules

Establishing ground rules for brainstorming is the foundation for encouraging participants to contribute their ideas without fear of embarrassment. The more ideas presented—even unconventional ideas—the more likely that a good idea will surface. Here are some suggested ground rules:

- Everyone participates
- Stay on topic
- Go for volume; piggyback on other ideas
- Be creative
- Accept all responses: no discussion, criticism or analytical comment until time is called

Tips for Facilitation

- Establish clarity about the objectives and goals. Post them on a flip chart and keep them visible.
- Keep the meeting focused on the topic. Do not allow participants to redirect the meeting.
- Remind participants of ground rules when necessary. Enforce the ground rules.
- Watch body language to gauge whether to move on to the next topic, test a suggestion with the group, give a new person the floor, or address conflict.
- Use group problem-solving techniques and handle conflict.
- Involve all participants in discussion. Seat people in a circle or square so that they are facing one another. Call on particularly quiet participants to speak.
- Do not make lengthy comments. Do not be afraid of silence as participants think.
- Lead the discussion and ask questions. Summarize comments and clarify direction. Provide information, not opinion.
- Accept all relevant comments as valid without judging them.
- Help group members listen to one another. As an objective facilitator, restate what is said or ask the speaker for further clarification if the group does not seem to understand a point.
- Conclude the meeting by summarizing decisions made, tasks assigned, and other next steps. If appropriate, select the next meeting date and time.

Step 4, Part B: Brainstorm and Prioritize Outcome Goals

✓ The SRO describes what he or she currently does in the school—a typical day—and states what he or she is trying to accomplish with each activity

✓ Ask the group to identify school safety outcomes that are the primary responsibility of the SRO (rather than someone else in the school) and those that can be achieved within a single school year

Things You Need to Know

What Does the SRO Currently Do?

Allowing the SRO(s) to describe a typical day and his or her routine functions will ensure that the group does not overlook an important contribution by the SRO when establishing the year's priorities. As the SRO explains what he or she is trying to accomplish by performing each task or group of tasks, the outcome of that activity becomes apparent. For example, an SRO may currently spend as much as 2 hours of each school day mentoring troubled students—mediating conflict, encouraging and rewarding positive behavior and achievement, referring students to a professional counselor for services, and engaging parents on particular issues. In this example, the SRO may claim that he or she does these things to reduce repeat offending by those students selected for mentoring.

As outcome goals are set for school safety, consider whether an outcome that the SRO currently focuses on has been overlooked. Make a conscious decision about whether that outcome goal should be included in the list. In this example, consider whether reducing repeat offending by selected students should be a goal for the SRO this year.

Outcomes

Limit your brainstorming about outcomes to school safety goals that are the primary responsibility of the SRO rather than someone else in the school and to those that can be achieved within a single school year. If the group has a goal that is extremely long term, break down that goal incrementally and establish interim goals.

Appropriate outcome goals may include reducing crime or disorder problems, reducing the harms associated with crime or disorder problems, reducing fear of crime, reducing the likelihood of victimization, or increasing the capacity to address safety threats.

Outcome goals should be as specific as possible. List the problem, location, and time. Using the SARA method of problem solving (see Problem-Solving Tips in Step 4, Part D), this stage is referred to as scanning. Here are some possible outcomes:

- Reduce theft from the locker rooms during gym class
- Reduce fights at the main intersection during class changes
- Reduce theft from vehicles in the staff parking lot
- Reduce drug use in the student parking lot during school hours
- Reduce vandalism to the school bathrooms during basketball games
- Reduce the number of students showing gang signs and symbols in the school during school hours
- Increase teachers' knowledge about the signs and symptoms of gang membership
- Reduce students' fear of being bullied in the boys' restrooms during class changes

Step 4, Part B Continued

✓ Discuss and record the outcomes that the group would like to see the SRO accomplish by the end of the school year

✓ Review whether any outcomes resulting from current activities have been overlooked and decide whether to add them to the list

✓ Review the outcomes for any contractual, legal, or policy conflicts

✓ Establish consensus on the top three or four priority outcomes for the SRO

What Outcome Goals Are Not Appropriate?

The following sample outcomes are not recommended because they are too long term and all-encompassing:

- Reduce crime on the school grounds
- Reduce violence

Likewise, do not set up the SRO for failure by setting unattainable goals. The following priorities are examples of this problem:

- Eliminate drugs from campus
- Eliminate gangs from campus

Although elimination of all problems from schools is ideal, setting expectations this high may merely serve to frustrate the SRO, not motivate the SRO.

The following sample outcomes are not recommended because they typically are not the primary responsibility of the SRO:

- Improve students' standardized test scores
- Reduce tardiness
- Reduce classroom disruptions

The SRO may contribute to improved test scores by maintaining a safe school environment and reducing student fear of victimization or mentoring at-risk students. The SRO may improve tardiness by suggesting traffic flow changes to the school hallways or parking lot. The SRO may improve student behavior in class through character education. However, other personnel within the school retain the primary responsibility over these goals, namely teachers and administrators.

For some outcomes, the group may be uncertain whether the goal falls primarily to the SRO. These outcomes require a policy decision by the group to determine whether it is appropriate for the SRO to prioritize his or her time working on those goals. For example:

- Reduce fights on school buses
- Improve the traffic ingress and egress during primary drop-off and pick-up times

To help address outcomes that seem unclear or even those that may be outright inappropriate for an SRO, prior to building consensus on the top priorities, the SRO and his or her supervisor must review the outcomes and determine whether any must be removed from consideration because they contradict union contracts, the MOU between the law enforcement agency and school district, or because they defy department or school policies/regulations. For example, if one of the proposed goals is to reduce truancy, but the MOU specifically states that the SRO is not to address issues of truancy, then that outcome should be removed from consideration.

Proposed Outcome Goals Must Be Outcomes, Not Activities

The following suggestions are not appropriate because they are activities, not outcomes:

- Increase the number of classroom presentations
- Increase time spent interacting with students

Classroom presentations can be helpful, for example, teaching students about the consequences of drug use may help reduce or deter drug use. However, if doing the presentations was the goal, rather than reducing student drug use, the SRO may not make full use of the resources available. Perhaps the SRO should teach about the consequences of drug use, as well as target a known drug sale location on school property with Crime Prevention Through Environmental Design (CPTED) solutions,[1] teach teachers the symptoms of drug use, and refer users to substance abuse counselors.

Putting the Outcomes into Context

After the outcomes have all been articulated, narrow the list of priorities to three or four issues. It is important for everyone to understand that by prioritizing three or four issues for the SRO to address, the SRO is not going to ignore a serious incident or discontinue some routine function such as responding to calls for service. Rather, assigning priority to a finite number of concerns motivates the SRO to proactively focus his or her efforts on those issues.

Tips for Establishing Consensus

Many methods can be used to develop group consensus. The following is one visual approach that you may use to develop consensus on the priority outcomes.

- List each brainstormed priority outcome on flip-chart paper and post the list of outcomes on the walls/blackboard of the meeting room.
- Give each meeting participant three colored sticker dots. The color of the dots does not matter as long as they are distributed so that one person's dots cannot be distinguished from those of another.
- Instruct meeting participants to place their stickers next to the outcomes that they believe are most important to address. Each participant may place one sticker on each of the three most important outcomes to him or her, or may place two or even three stickers on any one outcome to show extreme importance.
- When everyone is reseated, list the outcomes with the most votes on a new sheet. The number of outcomes selected should be three or four. Review each with the group.
- If the votes do not result in clear top three or four choices, continue discussing the outcomes and the importance of one over another. Revise the outcomes, if needed, and revote, using modified dot stickers (perhaps drawing a line through them to distinguish the new vote).

Step 4, Part C: Establish Outcome Measures

- ✓ Brainstorm on specific ways to assess whether each of the goals is met
- ✓ Brainstorm about data sources for capturing the measures
- ✓ Organize the outcome goals into a table with the outcomes as column headers and data sources under each
- ✓ Engage the deans or others at the school responsible for school data to assess the data's availability and appropriateness; do the same for police data

See Tool 5: *Sample Outcomes Table with Measures*

Things You Need to Know

Establishing how you will determine whether the SRO has successfully achieved the outcome clarifies the expectations for the SRO. At least one measure for each outcome must be agreed upon. For example, for the outcome goal of reducing thefts from the locker rooms during gym class, the group may propose one or more of the following measures:

- Reduction in the number of reported thefts from locker rooms during gym class
- Reduction in the value of items reported stolen from locker rooms during gym class
- Increase in students' use of theft prevention strategies (e.g., locks, leaving certain items at home)

The first two measures directly report on the outcome of thefts. The third example may demonstrate interim success and can serve to supplement the findings from the first two measures.

Once measures have been selected for each outcome, data sources for each measure must be established. Relevant and available school data are likely to include attendance, incidents, referrals, and suspensions, and occasionally a school climate survey. Relevant and available law enforcement data may include calls for service, crime reports, arrests, and occasionally a community survey. These sources may need to be supplemented by observation data or by implementing surveys of students, staff, or parents.

Continuing with the example provided, the number of reported thefts in the locker room may be found in school incident data. The value of items reported stolen may be found in police crime report data. To measure the use of theft prevention strategies, a student survey may be helpful.

To expedite brainstorming about data sources, bring copies of blank report forms and codes to the meeting. Involve someone in the customer meeting from the school and the law enforcement agency who works with these data or who is knowledgeable about the data; this will reduce speculation about the availability and format of data.

Tips for Reducing Data Sharing Concerns

Federal policies relating crime and violence in schools to funding and school attendance, in conjunction with the natural tendency to want the school to be viewed as safe, may make school administrators hesitant to share school safety data with parents, students, and even staff. Agreements about data sharing should be established within the group prior to discussing the data. As team members continue to work together, trust and a common purpose will likely ease data sharing concerns. Individual student data, however, should remain confidential.

Step 4, Part D: Establish SRO Activities

✓ Brainstorm and list activities that the SRO can do to impact each prioritized outcome

✓ Consider activities in the following areas: education, collaboration with others, mentoring students, law enforcement/solving crimes, run/oversee programs, or increase access to the SRO

✓ Discuss and determine whether the activities are appropriate given policy and legal considerations, as well as the SRO's skills and abilities

✓ Prepare a table to display the potential activities under each priority outcome

✓ Set a date for the next meeting, prior to or at the very beginning of the next school year

Things You Need to Know

Refrain from criticizing activities while the group is brainstorming. It would be easy for the SRO or his or her supervisor to feel uncomfortable about some of the proposed activities, especially if he or she has never been asked to do anything like that before. Proposed activities may include:

- Classroom presentations on the effects of alcohol on driving ability and response time
- Newsletter articles on good decision making
- Random locker searches with a drug-sniffing dog
- Mentoring those students repeatedly caught bullying other students
- Organizing a clean-up day to remove graffiti from school bathrooms

Once the ideas have been put on paper, discuss whether the activities are appropriate for the SRO to conduct given policy or legal issues or based on the specific knowledge, skills, and abilities of the SRO. Remove activities that may not be appropriate. The activity list is a guide or resource for the SRO. He or she may not be able to conduct all of them.

Furthermore, under community policing, the problem-solving method requires that considerable information be collected about a specific problem to determine when, where, why, and with whom the problem is occurring in order to establish the root cause(s) of the crime or disorder problem and select a tailored response. Therefore, it may be difficult to brainstorm the most appropriate response until the nature of the problem is further analyzed. The customer group must remain flexible to allow opportunities to implement tailored responses.

Problem-Solving Tips: Using the SARA Method

Scanning. Define and describe the problem using the following statement:

(*Victims*) are (*harmed*) by the (*behaviors*) of (*offenders*) at (*places*) at (*times*).[2]

For example: Teachers' and administrators' vehicles are being vandalized by students who are keying them and breaking off antennas in the faculty parking lot immediately after school is out.

Analysis. Ask questions about the problem and answer them with appropriate data sources to gain a thorough understanding of the problem and its root causes. Questions may include:

- What are the specific harms associated with the problem?
- What behaviors are leading to those harms?
- What time of day are they occurring?
- What days of the week are they occurring?
- How often is that behavior occurring?
- What other events are happening in the location during the time that the behavior is happening?
- What conditions are present in the location at that time (e.g., rain/sunshine, school dismissal/lunchtime)?
- What are the characteristics of the offenders?
- What benefits do the offenders receive by conducting the behaviors?
- In which specific locations are the behaviors being conducted?
- What are the characteristics of the victims?
- Why are the victims in that location at that time?
- Is there someone who could intervene and prevent the behaviors, or are there other third parties of interest?

Response. Brainstorm options that address the root causes of the problem and intervene from at least two of the three sides of the problem: victim, offender, and location. A multi-pronged approach will be most successful in the long term.

Assessment. Evaluate whether the responses implemented addressed the problem. In many cases, it may be unlikely that the problem will be eliminated. However, success can be found on a number of levels. Answer the following questions:

- Have the number of incidents been reduced?
- Have the harms associated with the problem been reduced?
- Have the means of handling the problem been improved?
- Has the problem been moved to another location?
- Are the victims/potential victims better equipped to deal with the problem?
- Have the number of related crimes/incidents been reduced?
- Is fear about the problem reduced?[3]

See Tool 6:
Sample Activities Table

See Tool 7:
School Safety Resource List

Step 5:

Prepare for the Second Customer Meeting

- ✓ Collect school data on the frequency of each type of school incident as well as any other school data on crime and disorder
- ✓ Collect police calls for service and crime report data for the school address and/or the immediate area during school hours
- ✓ Review the frequency of the crime or disorder problems prioritized by the group
- ✓ Highlight the most common crime and disorder problems that were not selected as a priority
- ✓ Review sample data on the specific measures proposed to be sure they can be collected
- ✓ Prepare the logistics for the second customer meeting (meeting space, flip chart, refreshments, etc.)

Things You Need to Know

Now that the customer group has had an opportunity to share its perceptions of crime and disorder problems, it is time to gather data about these crime problems. This data will help the customers during the second meeting to compare perceptions about crime with the actual crime data. Some identified problems may not be issues about which data is collected, and so perceptions about the problem may initially be all that can be used. For most crime and disorder problems, however, incident or crime reports will be available. Take a close look at the frequency of the prioritized problems compared with problems not selected as priorities by the group.

Categorize the data by grade level and by gender. Some problems may be targeted (e.g., primarily a problem associated with sixth graders or with boys). If time permits, consider reviewing whether the problem is limited to a small number of repeat offenders, rather than across many students. When compiling the data for the second customer meeting, protect the identities of individual students. Concerns about individual students can be discussed outside of the large group, which is likely to include other students.

Analyze samples of the proposed data sources to be sure that the data can be manipulated appropriately. For example, if one of the proposed measures is the number of students injured as a result of fights at school and the incident form shows that this information is captured, run a report of the data for a sample time frame. Check to see if the deans or others writing the report complete the portion of the report addressing injuries to students. If the information has not been recorded, an alternative data source or measure is necessary.

The logistics for the second customer meeting should mirror those of the first. The same individuals, whenever possible, should be present. Set up the seating in a circle so that group discussion comes naturally. Obtain a room that allows flip-chart paper to be posted on the walls or blackboard. Offer refreshments whenever possible to entice and reward participation.

Step 6:

Conduct Second Customer Meeting

- ✓ Review meeting purpose: To refine the outcomes
- ✓ Review priority outcomes agreed upon during the first meeting
- ✓ Present data findings
- ✓ Discuss and agree to any changes to priority outcomes
- ✓ Decide the importance of each priority outcome compared with the others and assign a degree of importance
- ✓ Estimate the percentage influence that the SRO has on each priority compared with others (e.g., teachers, parents, deans)
- ✓ If priority outcomes change, establish new data sources and activities

Things You Need to Know

Reassessing Priorities

Although the frequency of a problem does not necessarily determine whether it should be a priority, reviewing this information will help customers make informed choices. For example, you may learn that cell phone thefts from the girls' locker room during gym class are happening more frequently than your prioritized problem of drug sales in the hallways during class changes. Yet, the group may decide that drug sales is a more pervasive problem than thefts, impacting student achievement, truancy levels, students' health issues, and student fear at school.

In some cases, the group may have selected a problem because it received publicity, giving the impression that the problem was widespread. However, upon reviewing the data, customers may realize that the incident was isolated. In this case, reviewing the frequency of the problem may cause the customers to reevaluate priorities. For example, if a student brought a knife to school and subsequently threatened a group of students at lunch, this event may linger in the memories of the customers, generating fear and an impression that the school has a weapons problem. The data may reveal, however, that this was the only weapon recovered last year. Having reviewed the data, the group may decide that although weapons in school is an important issue, they will not ask the SRO to focus his or her time addressing it. Rather, the school will continue to use the school's existing weapons prevention policies and intervention approaches.

Assigning the Degree of Importance

Once the priorities have been finalized, discuss and decide how important each of the outcomes are compared with one another. This will provide further direction to the SRO about where to place his or her emphasis and will allow the outcomes to be integrated into a performance evaluation tool at the end of the process. If the level of importance varies, assign a number of points to each priority so that the total across all priorities equals 100 points. If the customer group places equal importance on each outcome, assign an equal number of points to each. See Table 1.

Estimating Percentage of SRO Influence

Not all outcomes are under the complete control of the SRO. As a group, estimate how much influence the SRO is likely to have over the outcome as a percentage (up to 100% for each outcome). Consider whether other school personnel or school policies also influence the outcome. Table 1 provides an example of a possible conclusion to these discussions.

Step 6, Continued

- ✓ Review proposed data sources to determine whether the data are feasible to collect and whether the data accurately measures the degree to which the outcome is achieved
- ✓ Agree to final data sources
- ✓ Summarize the types of activities the SRO has been asked to undertake
- ✓ Assign tasks (e.g., draft survey, gather baseline data, create activity log) with timelines and points of contact
- ✓ Establish a plan for implementation

See Tool 8: *Meeting Two Agenda*

Table 1

Priority Outcome	Assigned Degree of Importance	Perceived % Influence by the SRO
Thefts in the locker room	20	65%
Fear of being beaten up	30	80%
Drug use in the parking lot	40	50%
Teachers' knowledge of gang signs and symptoms	10	90%
TOTAL	100	

For more information about how this process may translate into a performance evaluation tool, see Step 11.

Finalizing the Activity List

Summarize the proposed activities to the group so that the customers and the SRO can visualize the expected emphasis for his or her activities. Do the customers expect the SRO to spend much time in the classroom? Is the SRO being asked to run a number of school programs? Is the SRO expected to implement a problem solving initiative involving students and staff? Articulating the major activities will help the SRO and his or her supervisor identify training needs or areas that the SRO may require mentoring and support to try the approaches proposed by the customers. As with the outcomes, the SRO and his or her supervisor must identify any activities that the SRO cannot conduct because of legal or policy constraints.

Establishing the Implementation Plan

Decide when the SRO will begin implementing the proposed activities (after collecting baseline data), how often the SRO and supervisor will meet to assess progress, how frequently the group will communicate and by what means, and with whom and how baseline data will be shared. Also, delegate tasks (i.e., survey design and implementation, creating the SRO activity log) and timelines. If one person must do most of the tasks, this effort may prove overwhelming.

Step 7:

Collect Baseline Data

- ✓ Conduct systematic observations as needed
- ✓ Draft and conduct any necessary environmental surveys
- ✓ Draft any necessary student/staff/parent surveys
- ✓ Pre-test surveys
- ✓ Implement the surveys to a representative sample of students/staff/parents before initiating the recommended activities
- ✓ Review survey data and any archival data for the previous school year to better understand the nature of the prioritized problems
- ✓ SRO and his or her supervisor discuss specific targets for each outcome goal
- ✓ Create a new SRO activity log, or adjust an existing one, to track activities

Things You Need to Know

Outcome Data

Consider using creative means such as surveys of students, school personnel, and parents; observations; or logs kept by the SRO, deans, or principals to collect data that is not routinely available through school or law enforcement databases. For example, ask students to self-report bullying in a survey. Have an SRO or other trained observer observe students in the hallways, over time, to record the frequency of seeing gang symbols or hand signs. Catalogue photos of vandalism and their dates and locations.

The baseline data should be shared with the SRO, SRO supervisor, and school administrator. The more information known about the crime and disorder problems, the more likely tailored and appropriate responses can be implemented. Also, by knowing the baseline standards, the SRO and his or her supervisor can meet and discuss specific targets for each outcome. For example, if the number of reported thefts from locker rooms was 29 last year, the SRO and his or her supervisor may agree that the SRO should aim to reduce those thefts by 20% or by 6 thefts.

Activity Tracking

One of the more challenging aspects of this process is tracking the SRO's activities. Although some jurisdictions routinely collect some activity data such as arrests and perhaps classroom presentations, the SRO should collect more detail about his or her efforts. Activity logs must be sufficiently detailed to reflect the breadth of the SRO's efforts, but not so detailed and cumbersome that the SRO spends as much time documenting activities as he or she spends implementing them. The level of detail included should be determined jointly by the SRO and supervisor with these issues in mind.

At the end of the school year, when customers reconvene to learn whether the SRO was successful in his or her attempts to address the prioritized problems, knowing the level of effort and types of activities conducted will be critical to course adjustment discussions and to tempering concerns over unchanged outcomes. For instance, if the SRO conducts the activities recommended by the customers and does them well and with reasonable frequency, any failure to fully achieve the outcomes must be jointly borne by the customers who perhaps had proposed ineffective responses to the problems. Knowing what activities were associated with a change in the outcome and those that were not will help to inform recommendations for the next school year.

Tips for Survey Development

Whenever possible, someone with research methods expertise should help design and implement surveys. Determine whether one or more of the customers brings this expertise to the team or seek help from a local university. The following tips will help you design and develop your survey.

- Maintain anonymity of the respondents, unless you plan to link individual survey responses from one period to the next.
- If cost-efficient and feasible, implement an electronic survey to minimize data entry errors.
- Provide simple and clear instructions at the beginning of the survey. Thank the respondents for their time and effort at the end of the survey.
- Questions must be written at the age/cognitive development level of the respondents.
- If respondents do not speak English well, translate the survey into the appropriate language. Likewise, make accommodations for those with disabilities.
- Put the least sensitive questions in the front of the survey and the most sensitive toward the end.
- Do not incorporate two ideas into the same question.
- Obtain general demographic information from respondents (e.g., grade level, gender), as long as obtaining this information does not endanger confidentiality.
- Include time frames in questions. Be specific about when events occurred (e.g., "During the past school year, were you…" instead of "Have you ever…")
- Consider asking how many times something occurred within a time frame, if appropriate.
- Questions about attitudes or impressions (e.g., "How fearful are you about…") are easier to capture with a range of possible answers (e.g., "Not at all," "Occasionally," "Sometimes," "Often," "All the time").
- Because people naturally gravitate toward the middle of a scale, include more than three potential responses when using likert or rating scales.
- When providing a range of answers, provide descriptors for the numbers (e.g., 1 = Extremely unsafe, 2 = Mostly unsafe, 3 = Somewhat safe, 4 = Mostly safe, 5 = Extremely safe). Surveys are often designed so that the higher the number, the more positive the response.
- Include all possible answers (e.g., "Yes," "No," "Do not know," "Not applicable")
- Include at least one open-ended question or comment section to allow respondents to clarify or offer details.
- Pretest the survey on a small group of individuals similar to those who will complete the final survey. Ask the pretest group to provide feedback on the survey, addressing clarity of the questions and completeness of possible responses. Analyzing this data may further demonstrate whether something is missing or does not obtain the data anticipated. Make adjustments to the survey as needed.

See Tool 9: *Sample Survey Questions*

See Tool 10: *Sample Activity Log*

Tips for Obtaining a Representative Survey Sample

If you are trying to determine what the eighth grade students learned about the health and legal consequences of drug use over the last school year, surveying all eighth graders is not necessary. In fact, trying to survey everyone may be too costly or time consuming. Sending the survey to a sample of the population you want to learn about will reduce costs and save analysis time. Consider seeking assistance from someone with research methods expertise to help select a representative sample. The following sampling tips will help you obtain a representative sample.

1. Obtain a complete list of everyone in the target population.
2. Use a sample size calculator to determine the sample size.
3. Because the response to surveys is frequently less than researchers anticipate, include more people in the sample than required by the sample size calculator.
4. Select the sample so that everyone in the target population has an equal chance of being selected (random assignment).
5. Remove barriers to and provide incentives for completion of the survey.
6. When analyzing the data, compare known characteristics of the sample (e.g., gender, grade, race) with those of the population to determine whether the sample appears representative of the population on these characteristics.

Table 2

Population	Sample Size
100	49
200	65
300	73
400	78
500	81
750	85
1,000	88
1,500	90
2,000	92
2,500	93

Table 2 lists appropriate sample sizes, assuming that those individuals taking the survey are selected randomly and not based on a particular characteristic such as participation in an elective or club. This table also assumes 100% response. Remember to oversample to obtain the necessary number of completed surveys.

For example, if the school has 100 eighth grade students and all of them are expected to learn about the consequences of drug use, the eighth graders sampled should include students from different eighth grade classes, different genders, and different grade-point averages. This may be achieved by surveying eighth graders during study hall or passing out the survey to every other eighth grader during homeroom—as long as dissemination of the survey is random and not based on a factor that may influence the findings of the survey. You will need to ensure at least 49 students complete the survey.

Using the sample sizes listed in Table 2, you can be 95% confident that what you learn from the sample reflects the whole population. The results have a measure of error of 10, which means that any findings could vary in the population by plus or minus 10% from the sample. Other sample sizes and samples with different requirements for how precise they must be can be calculated with a sample size calculator, which can be found on the Internet or in statistics texts.

Step 8:

SRO Implements Activities

- ✓ SRO prepares lesson plans, initiates programs, convenes problem solving group, attends training, etc., as needed
- ✓ SRO continually records his or her activities
- ✓ Periodically obtain and review school/police data about the outcomes being addressed
- ✓ Monthly or every other month, SRO and supervisor discuss progress and needs
- ✓ At least once during the year, the customer group should meet to discuss the efforts implemented, support needed, or needed course changes

See Tool 11:
SRO/Supervisor Discussion Questions

Things You Need to Know

SRO/Supervisor Communication

The outcome-oriented performance evaluation process works best for and rewards personally motivated SROs. The process works well for those with substantial support and mentoring from supervisors. To ensure that the SRO remains motivated to implement and track activities, law enforcement agencies that enter into this process will benefit by instituting checkpoints of the SRO's progress.

In addition to the SRO supervisor reviewing the activity logs, it is recommended that the SRO and his or her supervisor meet monthly or every other month to discuss:

- Which outcomes he or she is currently addressing
- Activities undertaken since the last discussion
- Whether any activities or approaches have proved helpful or successful in addressing the outcomes
- Whether available school data show any incremental improvement being made on the outcomes
- Whether an event in the school, city, county, or law enforcement agency has impacted the SRO's ability to impact the outcomes or prevent, change, or limit his or her ability to conduct activities in support of the outcomes
- Whether course corrections are needed
- Whether the SRO requires further training or other types of resources

Communication with Customers

Having at least one customer meeting and/or other means of communicating with customers during the school year will maintain customer interest and improve the SRO's opportunity to implement collaborative efforts. The customers have already established themselves as stakeholders in school safety and in the prioritized crime or disorder problems. The customers would likely welcome the opportunity to assist the SRO in addressing these problems.

However, if the customers hear nothing until a meeting at the end of the year, and if the outcomes show no improvement, they may be more critical of the SRO, feel less ownership in the school problems, and be less likely to continue to participate in future safety planning efforts.

Tips: What to Do If the SRO Is Replaced by a New SRO

The outcome-oriented performance evaluation process benefits the SRO, as well as the school and those with a stake in school safety. So, even if the SRO who participated in the initial meetings of customers is replaced by a new SRO, the process should continue. In fact, the priority outcomes can provide direction to the new SRO and diminish his or her learning curve about the SRO role and expectations at the school. Ideally, the SRO being promoted or leaving the school for other reasons should introduce the replacement SRO to the customers and others in the school, provide documentation about the priority outcomes and recommended activities, and give a status update on what has been done and accomplished to date. The SRO supervisor should brief the new SRO on the supervisor's role in providing support and mentoring toward accomplishing the outcome goals.

When collecting the follow-up data (Step 9), whenever possible, distinguish between the time frames served by the former SRO and the replacement SRO. Different accomplishments will thus be attributed to each SRO. Activities should be tracked separately—those performed by the former SRO and those performed by the replacement SRO.

Step 9:

Collect and Analyze Follow-up Data

- ✓ Close to the end of the year, collect the same data collected during baseline data collection
- ✓ Collect school data on the frequency of each type of school incident
- ✓ Collect police calls for service and crime report data for the school address and, if appropriate, the immediate area during school hours
- ✓ Analyze the data
- ✓ Compare the priority outcome data with police and school data about other crime and disorder problems
- ✓ Prepare a report with the outcome, outcome results, and activities implemented in support of the outcome

See Tool 12:
Sample Report of Priorities and Activities

Things You Need to Know

Follow-up data should be collected using the same methods for collecting baseline data. If a student survey was the means of establishing the prevalence of bullying or fear of gang violence, a follow-up student survey with those same questions should be used. If a trained observer spent 2 weeks observing the student parking lot to document illegally parked cars, observation of the student parking lot should be used during the follow-up data collection.

Time frames must also be comparable. For example, if the SRO started working on the priorities in September and the follow-up data is being collected from police or school databases in May of the same school year, baseline data from September through May should be used to compare whether any change has occurred.

This approach also applies to surveys. Follow-up surveys should use like time frames so that you are comparing the frequency of bullying in the prior school year to the frequency of bullying in the current school year. If the baseline survey limited respondents to events "in the last 3 months," the follow-up survey should do the same.

It is possible that systems of data tracking change. When collecting follow-up data, be sure to work closely with the school and/or police person who codes or enters the data into the system to determine whether definitions of crime problems or means of categorizing incidents have changed since collection of the baseline data.

Some accomplishments are difficult to describe fully using empirical data. If anecdotal information is available on the accomplishments of the SRO—perhaps a student's letter of thanks to the SRO or an interview with a student mentored by the SRO—include these findings on the report as well.

Tips for Data Analysis

Whenever possible, someone with research methods expertise should perform the data analysis. You may wish to collaborate with a high school math teacher or a crime analyst from the law enforcement agency who has expertise in conducting data analysis to help with your analysis. Here are some tips to help conduct and present data analyses.

- **Learn and describe the strengths and weaknesses of your data sources; include caveats.** Data sources are never perfect, but good analyses identify the extent of their strengths and weaknesses. For example, school or law enforcement records systems may change during the course of your effort. In addition, surveys are rarely completed by more than 70% of the targeted population. Knowing these characteristics and reporting them as part of the analysis improves the quality of the analysis. Caveats may include restricting conclusions to a segment of the population or only to the sample, depending on the limitations for the data.
- **Describe all of the data.** Simple descriptions of all the responses can provide insight into what the data mean. It is useful to report the baseline data such as school crime and disorder data or responses to baseline surveys of students, faculty, etc., as well as differences between groups, before and after the SRO's activities are implemented.
- **Report "missing" data.** Remember that missing records, surveys not completed, missing data on items within surveys, and responses like "Do not know" are important data and should be included in your analyses.
- **Report numbers and percentages.** Whenever numbers or percentages are used, it is preferable to report both of them. Many analyses appropriately use subsamples of data, but it is not always clear to those reading the analysis how large the subsample is. Whenever a percentage is reported, it should be clear what number of cases represent 100%.
- **Report tables and graphs.** For most people, graphs clearly convey the nature of a data analysis. Tables report the important descriptive and analytical details. Good analyses tend to use both.
- **Draw conclusions.** Every analysis should have at least one conclusion. All data analyses should result in a substantively meaningful statement of what the findings of the study are and what that means for the operation of the program studied. The conclusions of data analyses are rarely self-evident. Describe, from the data, how you came to the conclusion. For example, an analysis of the value of items stolen reveals that the average value of items stolen last year was $60. The average value of items stolen this year was $56. A determination must be made regarding whether the $4 difference is sufficient to conclude that the value of items stolen has been reduced. This represents a 7% reduction, yet a $4 reduction may not be statistically different when applying a chi square test[4] or other statistical analysis.

Step 10:

Convene the Last Customer Meeting of the Year

- ✓ Prepare logistics for a customer meeting
- ✓ Discuss the findings from the data collection activities
- ✓ Compare the outcome findings to other crime and disorder data for the year
- ✓ Acknowledge the contributions and work of the SRO and others
- ✓ Celebrate those outcomes for which the SRO was successful
- ✓ Brainstorm about why some outcomes may not have been achieved and what can be done differently
- ✓ Review the estimated percentage influence of the SRO for each outcome and adjust it, if needed
- ✓ Use outcome and incident data to set new priorities for next year

Things You Need to Know

The facilitator of the final customer meeting for the school year is responsible for keeping the meeting productive and must be sensitive to the fact that the SRO is opening him- or herself up to sharing both successes and shortcomings. Either the facilitator or the SRO should present the outcome findings and the efforts that the SRO put forth to work on the goals. An example follows.

Outcome Goal

Reduce bullying.

Finding

A student survey revealed that fewer seventh graders had been victims of name-calling and threats by other students. However, a significantly higher proportion of sixth graders reported being victims of name-calling this year than during the previous school year.

Activities

Officer Smith's efforts to reduce bullying included teaching the G.R.E.A.T. (Gang Resistance Education and Training) program[5] to seventh graders, instituting a peer-mediation initiative for all students, hanging anti-bullying posters in the cafeteria, and mentoring bullies referred to Officer Smith by the deans.

In this example, the group should acknowledge the SRO's hard work and the partial success—reducing bullying of seventh graders. The group should then discuss why sixth graders reported increased name-calling. Did something change at school that could have led to this problem? Is there a different approach the SRO should use to address sixth graders? Is the problem likely to continue if no additional intervention occurs?

Reassessing the SRO's Influence on the Problem

This discussion provides a basis for the group to reassess whether the estimated percentage of influence by the SRO on each outcome (from the second meeting) is an appropriate estimate. Consider whether factors may have intervened during the school year to impact the ability of the SRO to influence the outcome. For example, let's say that the outcome goal had been to reduce vandalism at the McDonald's restaurant across from the school during the lunch hour by students. However, during the school year, by no action of the SRO, the campus changed from an open-campus during lunch to a closed-campus during lunch. The amount of influence by the SRO on vandalism at the McDonald's restaurant during lunch has been dramatically reduced. Rather, the larger influence is the change in policy. As such, the percentage influence for this outcome may originally have been estimated at 85%, and it may now be adjusted to 35%. This estimate is important for the integration of the outcome findings into a performance evaluation (see Step 11).

Setting Priorities for Next Year

While the customer group is convened, use this opportunity to establish the SRO's priorities for the next school year. You may choose to keep some of the same priorities, or if the problems were effectively addressed, establish new priorities.

Review the incident level data for the school. Assess any other sources of information as well—perhaps a school climate survey was conducted. As at the second meeting of the customers (see Step 6), use this data to brainstorm and agree to the school safety priorities for the next school year. Establish measures of success for these priority outcomes. Brainstorm and recommend activities that the SRO may undertake to achieve the priority outcomes. Consider the SRO's role as educator, problem-solver and law enforcement specialist and how these functions can support the school safety priorities.

See Tool 13:
Agenda for Last Customer Meeting for the School Year

Step 11:

Integrate the Results into Performance Evaluation

- ✓ Recall the degree of importance of each outcome determined in the second meeting
- ✓ Recall the estimated percentage influence by the SRO reassessed, as needed, during the last customer meeting
- ✓ Multiply the degree of importance times the percentage influence for each outcome to get the number of points possible
- ✓ Note whether the SRO achieved each outcome, partially achieved it, no change occurred, or the outcome worsened
- ✓ Assess the SRO's level of effort toward achieving each outcome

Things You Need to Know

Dealing with Skepticism About Outcomes in Evaluations

When implementing community policing in schools, the goals and the activities implemented to achieve them are a shared venture between the SRO, school administrators, faculty and staff, students, parents, and others. The SRO is not single-handedly responsible for attaining the outcome goals. Although the SRO and the supervisor may embrace the concept of setting school safety goals with customers and implementing activities to achieve them and even measuring whether the goals were met, if the SRO has never before been evaluated based on his or her accomplishments, he or she is likely to be skeptical of incorporating this into the performance evaluation.

The use of SRO performance evaluation varies across law enforcement agencies. Some agencies use performance evaluation to make decisions about raises, transfers, and promotion, whereas others consider evaluation a professional development tool. The more consequences attached to evaluation, the more likely the SRO (and labor unions) will be skeptical of integrating crime and disorder outcomes into the performance evaluation process.

Yet, incorporating outcome goals into performance evaluation is not uncommon in law enforcement agencies and in schools. Many departments have implemented COMSTAT[6] or a similar system of holding command staff responsible for crime statistics within their geographic area of responsibility. Furthermore, many school personnel are accountable to test scores and other outcome measures for their performance evaluations. Holding SROs accountable to achieving school safety goals not only better aligns the SRO's activities to get results, but the SRO will be evaluated more like his or her commanders and school peers.

What Factors Does this Evaluation System Address?

The system presented here for integrating outcomes into evaluation is just one possible system. This system recognizes that although customers were instructed to select outcome goals for which the SRO was the primary or lead person responsible for those outcomes, the SRO is not able to accomplish them alone. This sample system also recognizes that although getting results is the ultimate goal, acknowledging the degree of effort put forth by the SRO is also important.

How Does this Evaluation System Work?

The process began in Step 6, when the customer group assigned a degree of importance to each outcome and estimated the percentage influence that the SRO could have on the outcome, compared with others in the school. It was further refined in Step 10, when the customer group reassessed the estimated influence that the SRO could have on each outcome. Now that the activities have been implemented and the outcome data collected and analyzed, the findings can

be incorporated into a personnel evaluation system. The system proposed here can be used to replace the existing SRO evaluation system or supplement certain components of the existing evaluation system.

Step 11, Continued

- ✓ Using the tables provided, add the outcome finding percentage with the bonus percentage to get the total percentage
- ✓ Multiply the total percentage by the total points possible for each outcome
- ✓ Sum the points for each outcome and divide them by total points possible to get an overall score

What Do I Do Now?

Tables 3–7 illustrate how the SRO's ability to achieve goals may be translated into points on an evaluation form. The goals, degree of importance, percentage of influence, and percentage points allocated for outcome achievement and effort are merely offered as examples. These factors will vary with each school and each SRO. Table 3 demonstrates what was decided during Step 6 (with possible adjustments to the estimated influence during Step 10) and how these decisions translate into possible points allocated for each outcome.

Table 3

Priority Outcome	Assigned Degree of Importance	Estimated % Influence by the SRO	Points Allocated to the Achievement of the Outcome
Thefts in the locker room	20	65%	20 x .65 = 13
Fear of being beaten up	30	80%	30 x .80 = 24
Drug use in the parking lot	40	50%	40 x .50 = 20
Teachers' knowledge of gang signs and symptoms	10	90%	10 x .90 = 9
TOTAL	100		66 possible points

After the final customer meeting for the school year, the SRO and his or her supervisor should note whether the SRO achieved the outcome, achieved partial success, or whether no change or a change for the worse occurred on the outcome. Each of these levels of accomplishment should be assigned a percentage value to specify the proportion of points that will be achieved, out of the possible points for that outcome. A possible scale is offered in Table 4. Any 100% scale can be developed for this purpose. In this case, gaining 100% of the points necessitates achieving the outcome. If a partial success is achieved, this is still a substantial accomplishment, and so 80% is awarded. Because maintaining status quo may require some, but not much influence by the SRO, no change is awarded 60% of the points. When the outcome becomes worse, despite the SRO efforts, on this scale, no points are awarded.

Table 4

Outcome Finding	% of Points to Award for Outcome Achievement
Achieved outcome	100%
Partially achieved the outcome	80%
No change on the outcome	60%
Outcome changes for the worse	0%

See Tool 14: *Tables to Integrate Outcomes into Evaluation*

See Tool 15: *Contact List for Further Information*

Continuing with the example, Table 5 summarizes the results of the outcomes.

Table 5

Priority Outcome	Result	Finding	% Points Awarded
Thefts in the locker room	Number of thefts and value of items stolen did not change	No change	60%
Fear of being beaten up	Number of fights in the bathroom reduced	Outcome achieved	100%
Drug use in the parking lot	No change in the number of referrals or police reports for drug use, but students reported an increased understanding of the health and legal consequences of drug use	Partial success	80%
Teachers' knowledge of gang signs and symptoms	Teachers reported an increased understanding of the gang signs and symptoms	Outcome achieved	100%

Next, assess the level of effort that the SRO put forth to work on each outcome. The supervisor, SRO and SRO supervisor together, or the customer group may provide input on this evaluation. Because the emphasis of this process is on getting results, the "bonus points" to be awarded for effort are minimal. Although the scales offered here are merely illustrations, law enforcement agencies are cautioned that granting too many points for effort diminishes the emphasis of the evaluation on achieving results.

Table 6

Assess the SRO's Level of Effort on Each Outcome	Bonus % Points for Effort
Superior effort	+ 10%
Good effort	+ 5%
Average effort	0%
Below average effort	– 5%
No effort	– 10%

Table 6 offers a possible breakdown for level of effort. These additional percentage points boost the evaluation for an SRO who provided superior effort toward addressing an outcome, but despite that effort, failed to produce strong results. Likewise, these additional points curtail the points awarded to an SRO who contributed little to no effort, but despite the lack of effort, the outcome showed improvement. SRO supervisors are encouraged to discuss their level-of-effort expectations at the beginning of the school year with the SRO so that the SRO clearly understands the difference between superior effort, good effort, average effort, below average effort, and no effort.

Table 7 demonstrates how to combine these scores to get a total score for each outcome and an overall score.

Table 7

Priority Outcome	Points Possible (Table 3)	Outcome Finding % (Table 4)	Bonus for Effort (Table 6)	Points Awarded (Points Possible x [Outcome Finding % + Bonus % for Effort])
Thefts in the locker room	13	No change (60%)	No effort (–10%)	13 x (60% – 10%) = 6.5 points
Fear of being beaten up	24	Outcome achieved (100%)	Superior (+10%)	24 x (100% + 10%) = 26.4 points
Drug use in the parking lot	20	Partial success (80%)	Good (+5%)	20 x (80% + 5%) = 17 points
Teachers' knowledge of gang signs and symptoms	9	Outcome achieved (100%)	Average (0%)	9 x (100% + 0%) = 9 points
TOTAL	66 points possible			58.9 points earned ÷ 66 points possible = 89%

What does an overall score of 89% mean for the SRO's performance evaluation?

Law enforcement agencies could use the traditional scales used in public schools:

90-100% = **A**
80-89% = **B**
70-79% = **C**
60-69% = **D**
Below 60 = **F**

An alternative is to assign performance labels to this same scale. For example:

90-100% = **Superior**
80-89% = **Good**
70-79% = **Average**
60-69% = **Below average**
Below 60%= **Unacceptable**

In this example, the SRO would receive a **"B"** or a **"Good"** rating.

Tips for Schools with Multiple SROs

Some schools operate with more than one SRO. The outcome-oriented performance evaluation process works for schools with multiple SROs and schools with one SRO. Schools with multiple SROs may choose to divide the responsibility for outcomes across the SROs, assigning different goals to each SRO. For individual performance evaluation, this option provides the easiest solution with the most direct lines of responsibility. Each SRO can be held accountable to a designated subset of the outcomes. However, if outcomes are not designated to specific SROs, the evaluation system looks more like a team-based evaluation system. A team-based system allows SROs to contribute their varying knowledge, skills, and abilities and may result in a more diverse set of activities implemented. However, you will not be able to distinguish between the effects of the activities of one SRO on an outcome against that of another. The only distinguishing factor in this case will be the evaluation of the level of effort applied to each outcome by each SRO. The team-based system is similar to an SRO program evaluation specific to that school.

Endnotes

[1] Crime Prevention Through Environmental Design, or CPTED, uses natural access control, natural surveillance, and territorial reinforcement to reduce and prevent crime in a defined geographic area.

[2] Police Executive Research Forum (Jan. 1997). *Addressing Community Gang Problems: A Model for Problem Solving.* Washington, DC: U.S. Department of Justice, Bureau of Justice Assistance.

[3] Schmerler, K.; Perkins, M.; Phillips, S.; Rinehart, T.; and Townsend, M. (1998). *Problem Solving Tips: A Guide to Reducing Crime and Disorder Through Problem-Solving Partnerships.* Washington, DC: U.S. Department of Justice, Office of Community Oriented Policing Services.

[4] A chi square test determines whether a statistically significant difference between two or more samples exists. This test compares frequencies obtained from a survey or other data source to the frequencies that would be expected if no difference existed.

[5] The G.R.E.A.T. Program teaches students life skills, such as decision-making, communication, conflict resolution and peer pressure resistance, to prevent youth involvement in crime, violence and gangs.

[6] COMSTAT (computer statistics) is a management tool that was first implemented by the New York City Police Department under former Police Commissioner William Bratton to hold command staff publicly accountable to crime statistics and has been replicated in many other law enforcement agencies.